



Geography AT RYEFIELD

CONTENT & SEQUENCING



Geography should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.



BIG IDEAS

In Geography, our big idea is **global community** and **diversity**. The U.K. has been an island that has attracted migration for centuries resulting in a diverse population.

At Ryefield, we value our diverse culture and celebrate our differences but also recognise that we are all closely connected just like the nations of the world (Global community).

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
1	My world and me		Where do I live?		The four seasons	
2		Oceans and Seas	Extreme Weather		Who do I think I am?	
3		Map skills	Mountains, Rivers & Coasts		Rainforests	Windrush
4	Rivers		Modern Europe and Migration		Geography Skills	
5	Volcanoes		World Climate Zones		A local study	
6	British Geography			Food Miles and Carbon Footprint	Residential and map skills	



RETRIEVAL PRACTICE

History & Geography books have been specifically designed to meet the needs of a changing curriculum, support subject-specific information and assist teachers in matching content to the needs of the cohort. The books are organised in the following order:

- a splash page and pre-unit assessment,
- a knowledge organiser,
- national curriculum statements,
- a mind map,
- an image to prompt boxed thinking,
- a post-unit assessment, and
- 'show what you know boxes': opportunities for pupils to individually recall information and transfer that learning to other topics and concepts.



STRONG LINKS WITH HISTORY

Topics such as British Geography and Windrush examine the rebuilding of Britain after World War 2 but has a focus also on key figures, key dates and chronology.

This enables pupils to combine and apply their knowledge in History with their Geographical skills.

N.B Pupils alternate studying Geography or History each half term.



PROGRESS

Formative assessment takes place during the lesson and feedback and next steps are provided either verbally or via written comments. Furthermore, pupils complete a pre and post unit assessment to inform teacher judgement.

Through a combination of formative and summative assessment a holistic understanding of pupil achievement is formed



SUPPORT

Quality first teaching seeks to ensure that the pupils receive the support and guidance needed in class. A positive mind-set is encouraged as children can underperform in Science because they think that they either 'can't do it', or are not naturally good at it.

Additional materials, such as knowledge organisers, knowledge markers, mind mapping and the use of cooperative learning strategies ensure that pupils are engaged in their learning.